

Chapter Planning Guide

11

Key to Ability Levels

BL Below level	AL Above level
OL On level	ELL English Language Learners

Key to Teaching Resources

 Print Material	 DVD
 CD-ROM	 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					FOCUS					
BL	OL	AL	ELL		Daily Focus Skills Transparencies		11-1	11-2	11-3	
					TEACH					
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 102	p. 105	p. 108	
BL	OL		ELL		Reading Skills Activity, URB		p. 7			
BL	OL	AL	ELL		Speaking and Listening Skills Activity, URB			p. 9		
	OL	AL			Primary Source Reading, URB		p. 15	p. 15		
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 65	p. 65	p. 65	p. 65	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 67	p. 67	p. 67	p. 67	
	OL				Biography Activity, URB			p. 69		
BL	OL	AL	ELL		Writing Skills Activity, URB				p. 71	
	OL	AL			Critical Thinking Skills Activity, URB		p. 73			
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB			p. 75		
BL	OL	AL	ELL		Differentiated Instruction, URB				p. 77	
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*	p. 79	p. 79	p. 79	p. 79	
BL	OL		ELL		Guided Reading Activities, URB*		p. 83	p. 84	p. 85	
	OL	AL			Supreme Court Cases		pp. 105, 131			
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.				Ch. 11	
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: Political Parties and Interest Groups* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					TEACH <i>(continued)</i>					
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓
					Teacher's Guide to Differentiated Instruction	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓
					ASSESS					
BL	OL	AL	ELL		Quizzes and Tests*		p. 125	p. 126	p. 127	p. 128
BL	OL	AL	ELL		Authentic Assessment with Rubrics				p. 15	
BL	OL	AL	ELL		Standardized Test Practice		p. 21	p. 21	p. 21	p. 21
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		11-1	11-2	11-3	Ch. 11
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓
					CLOSE					
BL			ELL		Reteaching Activity, URB*		p. 81	p. 81	p. 81	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 70		p. 71	p. 71	
BL	OL	AL	ELL		Civics Today in Graphic Novel			p. 37		
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓

Using CyberScout

Research Using Keyword in CyberScout

Technology Product

CyberScout is a convenient and dynamic search engine that provides several easy ways to locate information outside the McGraw-Hill Learning Network. CyberScout only searches Web sites that have been reviewed by teachers, so the information students find is always appropriate and accurate.

Objective

After students learn using CyberScout, they will be able to

- research topics and issues in economics;
- exercise research and study skills;
- practice writing skills.

Steps

- From the McGraw-Hill Learning Network page (www.mhln.com), click on **For Student**.
- Choose **CyberScout** from the **Homework Help**.
- Enter a **keyword or phrase** in the **Keyword field** and click the **Go button**.
- The CyberScout page displays a set of results.
- Drill down by continuing to click **result links** until coming to a Web site of interest.
- Click the **link** to a Web site of interest.
- Students will be redirected to the Web site in a new window.
- Students navigate through the chosen Web site to gain information on their topics and take notes.

Civics ONLINE

	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	

Glencoe Media Center

glencoe.com

Study-to-Go

- Vocabulary eFlashcards
- Self-Check Quizzes

Audio/Video

- Student Edition Audio
- Spanish Summaries

Reading List Generator CD-ROM

BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *César Chávez*, by Mary Olmstead

For students at a Grade 8 reading level:

- *The Jungle*, by Upton Sinclair

For students at a Grade 9 reading level:

- *Tom Paine: Freedom's Apostle*, by Leo Gurko

For students at a Grade 10 reading level:

- *Walter Lippman and the American Century*, by Ronald Steel

For students at a Grade 11 reading level:

- *Voices of Protest: Huey Long, Father Coughlin and the Great Depression*, by Alan Brinkley

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: What are some current issues that different interest groups try to persuade government to support? (Answers may include issues concerning the environment, the Iraq war, taxes, reproductive rights, education, and so on.)

More About the Photo

Visual Literacy On September 24, 2005, between 150,000 and 200,000 Americans from around the country rallied in Washington, D.C. to protest the war in Iraq. As they marched around the White House they displayed signs with antiwar slogans and listened to speeches. One of the speakers, Cindy Sheehan, is the mother of a 24-year-old American soldier killed in Iraq. She criticized those members of Congress that supported President Bush's war efforts and led the crowd in demands that no more soldiers be sacrificed. Organizers and participants of the protest hoped their efforts would influence the government to end our involvement the war.

Teach

BIG Ideas As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

Forming Public Opinion **Ask:** What is public opinion and why does it matter? (It is the viewpoint held by most people on an issue. It can have a major impact on government policies.) Point out that in Section 1, students will learn how public opinion is formed. **OL**

Influencing Government



Why It Matters

In America, different groups of people hold many different viewpoints. Some groups form to try to persuade government officials to support their views. These groups are exercising the important rights of freedom of speech and assembly.

Section 2

The Mass Media **Ask:** What are the mass media? (Sources of information reaching large groups of people; they include print and electronic media.) Tell students that in Section 2, they will learn about the different forms of media and how they shape public opinion. **BL**

Section 3

Interest Groups **Ask:** What are some examples of interest groups? (Answers may include labor unions, business organizations, civil rights groups, and so on.) Explain that in Section 3, students will learn how interest groups try to persuade government to support specific policies. **OL**

BIG Ideas

Section 1: Forming Public Opinion

A democratic society requires the active participation of its citizens. Individuals, interest groups, the mass media, and government officials all play a role in shaping public opinion.

Section 2: The Mass Media

In a democratic society, various forces shape people's ideas. The media have a profound influence on the ideas and behavior of the American people and their government.

Section 3: Interest Groups

Political and economic institutions evolve to help individuals and groups accomplish their goals. Interest groups, a powerful force in our democracy, use various techniques to influence public opinion and policy.

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable guides the student to understand influences upon government representatives. The completed Foldable will use tabs to help them compare the effects of public opinion, the mass media, and interest groups. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

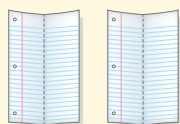
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

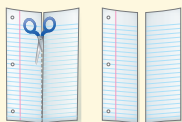
FOLDABLESTM Study Organizer

Comparing Information Study Foldable Make the following Foldable to help you compare the ideas and attitudes that influence government representatives in their decision making.

Step 1 Fold two sheets of paper in half from top to bottom.



Step 2 Cut each sheet of paper in half the long way. Fold in half again.



Reading and Writing

As you read the chapter, take notes and compare how each of the three groups discussed in the chapter influence decision makers in government.

Step 3 Place three of the folded papers one on top of each other and label the top side of each: Public Opinion, The Mass Media, and Interest Groups.



Step 4 Cut the sheets together at the left end. Staple here.



Focus



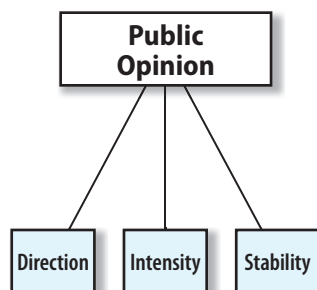
Bellringer

Daily Focus Transparency 11-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about forming public opinion, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

A democratic society requires the active participation of its citizens.

Content Vocabulary

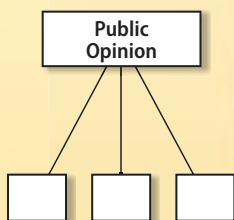
- public opinion (p. 319)
- mass media (p. 320)
- interest group (p. 321)
- public opinion poll (p. 323)
- pollster (p. 323)

Academic Vocabulary

- uniform (p. 319)
- gender (p. 319)
- survey (p. 323)

Reading Strategy

Identifying As you read, complete a graphic organizer like the one below by identifying the three features of public opinion.



Forming Public Opinion

Real World Civics

Have you heard about all the opinion polls that roll out during election time? Internet blogs are everywhere. In politics, voter opinion is constantly monitored. Students are often part of these polls, as during the Kerry-Bush debates in their 2004 race for president. Pollsters gathered information in pre-debate polls and then in post-debate polls to evaluate shifts in opinion as a result of the debate. Overnight approval ratings of the candidates can rise or drop dramatically because of these polls.

▼ Students in Pennsylvania post online opinions following 2004 presidential debates



R Reading Strategies

Teacher Edition

- Inferring, p. 319
- Making Connections pp. 320, 325
- Explaining, p. 321
- Identifying, p. 321
- Questioning, p. 322
- Defining, p. 323

Additional Resources

- Cont. Vocab., URB p. 65
- Guide. Read., URB p. 83

C Critical Thinking

Teacher Edition

- Analyzing Info., p. 319
- Making Inferences, p. 320
- Comparing/Contrasting, p. 322
- Distinguishing Fact/Opinion, p. 324

Additional Resources

- Crit. Think., URB p. 73

D Differentiated Instruction

Teacher Edition

- Interpersonal, p. 319
- Auditory/Musical, p. 321

Additional Resources

- School-to-Home Act., URB p. 79
- Reteach. Act., URB p. 81

W Writing Support

Teacher Edition

- Personal Writing, p. 323

Additional Resources

- Read. Skills, URB p. 7

S Skill Practice

Teacher Edition

- Reading Polls, p. 323

Additional Resources

- Daily Focus Trans., 11-1

Public Opinion

Main Idea Public opinion, the ideas and attitudes most people hold, plays a vital role in our democracy.

Civics & You How often have you heard that a president's popularity is up or down? Whose opinion does this represent? Read to find out how public opinion is created and how it, in turn, shapes the way our country is governed.

Public opinion is a term that refers to the ideas and attitudes that most people hold about a particular issue or person. Public opinion plays a key role in a democracy.

Role of Public Opinion For example, public opinion helps shape the decisions of every president. Presidents know they need the support of the public to carry out presidential programs. They also need the support of Congress. Presidents are more likely to have this support if their popularity with the public is high.

Understanding public opinion can also help presidents make effective, timely decisions. Successful presidents have a good sense of when the public is ready for a new idea and when it is not. Franklin D. Roosevelt expressed this idea when he said, "I cannot go any faster than the people will let me."

Diversity Public opinion is not uniform, or alike, however. In fact, most Americans agree on very few issues. On any given issue, different groups of the "public" often hold different viewpoints. For example, some Americans support increasing the nation's military forces, while others strongly disagree and wish to minimize military spending. Between these two positions are many shades of opinions. Enough people must hold a particular opinion, however, to make government officials listen to them.



Protecting Animals Activist Tony Madsen protests the treatment of animals by the Ringling Bros. and Barnum & Bailey Circus. **Analyzing** How might a person's age or residence have an effect on his or her opinions?

Sources of Public Opinion

Where does public opinion come from? Why do people often hold widely differing opinions about a particular issue or government action? Among the factors that influence public opinion are a person's background, the mass media, public officials, and interest groups.

Personal Background People's lives and experiences have a major influence on their opinions. Age, gender, income, race, religion, occupation, and place of residence play important roles. For example, a wealthy young person who lives in a big city may have very different opinions about the government's role in providing social services than might a poor elderly person who lives in a small town or rural area.

Teach

C Critical Thinking

Analyzing Information Have students reread and explain Franklin D. Roosevelt's quote. (The quote shows that President Roosevelt believed that government policies need the support of the public.) **OL**

D Differentiated Instruction

Interpersonal Have students work in small groups and discuss the positions of Americans on current public issues. Encourage them to discuss their individual points of view. Remind students to listen to each other and to discuss their differences respectfully. **OL**

R Reading Strategy

Inferring Ask: Which issue is likely to be a more important concern to a young person: education or Social Security? Why? (Education is most likely to be a more important concern to a younger person. When they get older, Social Security is more likely to become important.) **OL**

Caption Answer:

Students may say that people of different ages and locations may have different interests and concerns. Have students list concerns for people of differing backgrounds.

Activity: Collaborative Learning

Identifying Central Issues Remind students that Americans are strongly divided on many important issues. **Ask:** What are some important national or local issues facing our nation? (the war in Iraq, illegal immigration, taxes, and so on) Organize the class into small groups and assign each group a different issue. Ask groups to

research their issues. The categories students should research include the nature of the issue, its impact on the public, and at least two different points of view about the issue. Have groups script and perform a mock debate that dramatizes their findings. **AL**

Teacher Tip

This activity requires students to do research, to write, and to perform. It allows students with different levels of academic skills and intelligences to work together. As you form groups, consider the needed skills and choose students accordingly.

C Critical Thinking

Making Inferences Have students study the graph of Pre-election Approval Ratings, 1955–2003. **Ask:** Based on the graph, what can we infer about why Lyndon Johnson may have chosen not to run for reelection? (His approval rating had dropped below 50%.) **OL**

R Reading Strategy

Making Connections Remind students that public officials use the media to state their views and to influence public opinion. Have students search newspapers and the Internet to find examples of local, state, or national politicians presenting their views. Have students write a quote from three politicians and note the date and source of the quote. **OL**

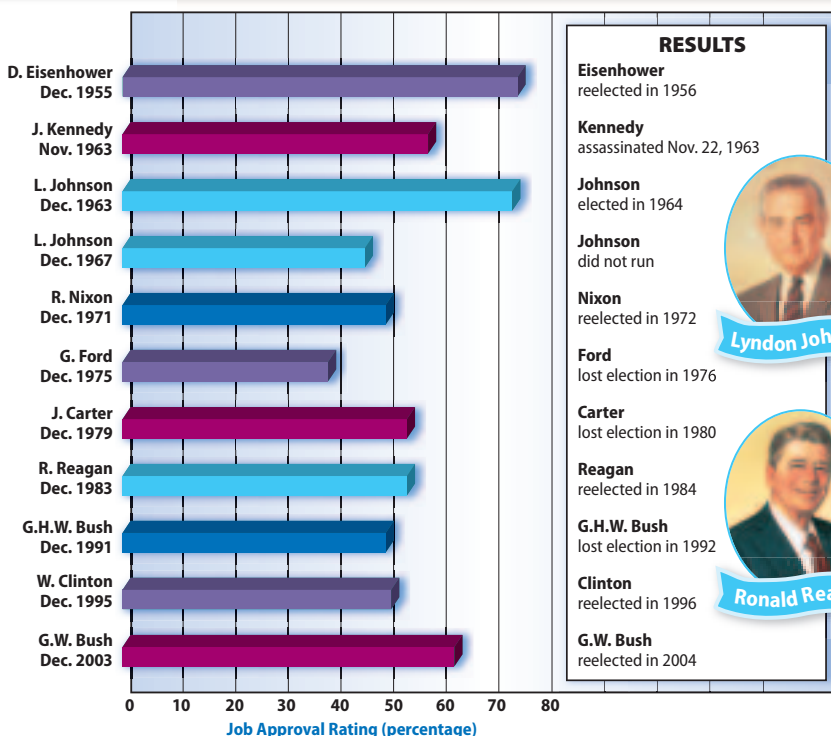
Analyzing Graphs

Answers:

Jimmy Carter was not reelected despite having approval ratings above 50 percent; Eisenhower and Johnson both had approval ratings above 70 percent; Eisenhower was reelected; Johnson did not run for a second term.

Pre-Election Approval Ratings, 1955–2003

Graphs in Motion
See StudentWorks™ Plus or glencoe.com.



RESULTS

Eisenhower
reelected in 1956

Kennedy
assassinated Nov. 22, 1963

Johnson
elected in 1964

Johnson
did not run

Nixon
reelected in 1972

Ford
lost election in 1976

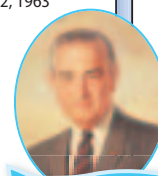
Carter
lost election in 1980

Reagan
reelected in 1984

G.H.W. Bush
lost election in 1992

Clinton
reelected in 1996

G.W. Bush
reelected in 2004



Lyndon Johnson



Ronald Reagan

Sources: Gallup; USA TODAY/CNN/Gallup Polls.

Analyzing Graphs

Analyzing The poll asked the question “Do you approve or disapprove of the way [the president] is handling his job as president?” Most presidents who ended their third year in office with a job approval rating above 50 percent and ran for another term were reelected. Who was not? What presidents had approval ratings of more than 70 percent? Were they reelected?

The Mass Media A medium is a means of communication. (The plural form of the word is *media*.) A letter you send to a friend, for example, is a private medium of communication between the two of you. Television,

radio, newspapers, magazines, recordings, movies, Internet Web sites, and books are called the **mass media** because they communicate broadly to masses of people.

Public Officials Political leaders and government officials can influence public opinion. When voters elect people to office, they are indicating that they trust those officials and rely on their opinions. When public officials state their views, they hope to persuade as many people as possible to support their positions.

Differentiated Instruction

Leveled Activities

BL Reading Skills Activity 3, URB p. 7

OL Primary Source Reading Activity 3, URB pp. 15–16

AL Critical Thinking Activity 11, URB p. 73

ELL Content Vocabulary Activity 11, URB p. 65

Interest Groups Individuals who share a point of view about an issue sometimes unite to promote their beliefs. They form what is called an **interest group**. Interest groups work at influencing public opinion by trying to persuade people—including public officials—toward their point of view. Interest groups are sometimes called pressure groups. This refers to their attempts at putting pressure on government to act in their interests.

Features of Public Opinion

Public opinion is often described in terms of three features: *direction*, *intensity*, and *stability*. These terms are discussed in the following paragraphs.

Direction One important question is whether public opinion on any given topic is positive or negative. For example, are people for or against spending more money on national defense? Do people support or oppose a cut in taxes? On most topics, public opinion is mixed, with some people expressing positive opinions and other people holding negative opinions.

Intensity Intensity refers to the strength of an opinion on a given issue. When Americans do have strong feelings, many are often willing to act upon them by voting for or against a candidate, working in an election campaign, or even participating in demonstrations.

Powerful Photos Images shown in the media are often meant to catch attention or change people's opinions about an issue. The baseball player needs funding for a better ballpark. This duck is covered in oil. **Explaining** What interest group would want to publicize this image of the duck?



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R₁ Reading Strategy

Explaining Ask: What is the meaning of the term "interest group"? (people or organizations that share the same point of view) **BL**

D Differentiated Instruction

Auditory/Musical Have students work in small groups to write a song rallying people around a particular issue. Suggest students set the words to a familiar tune or make up their own. Each group should write at least two verses and a chorus. Call on volunteers to share their completed songs. Ask the class to identify the direction and intensity of the opinion as expressed by the song. **AL**

R₂ Reading Strategy

Identifying Ask: Which feature of public opinion indicates how strongly the public feels about an issue? (intensity) **OL**

Caption Answer:

An environmental or wildlife preservation group would most likely use this picture. Encourage students to explain why such a picture would be helpful to these interest groups. For example, it could arouse sympathy on the part of the public.

Differentiated Instruction

George W. Bush's War Speech Reaction Poll

- Objective:** To understand features of public opinion
- Focus:** Have students discuss the direction, intensity, and stability of public opinion.
- Teach:** Define categories (Field Date, Population, etc.) at the top of the poll.
- Assess:** Identify elements of the polls that illustrate the direction, intensity, and stability of public opinion.
- Close:** Have students summarize public response to President Bush's speech.

Differentiated Instruction Strategies

- BL** This poll was taken over a period of one day. Considering this, which feature of public opinion does the poll not address?
- AL** Use the information in this poll to write an editorial favoring or opposing the decision to continue the war in Iraq.
- ELL** How did pollsters contact the public for this poll?

PRIMARY SOURCE READING 3-B

George W. Bush's War Speech Reaction Poll

Interpreting the Source

George Gallup began taking public opinion polls in the 1930s. His company, the Gallup Poll, is widely called the American Institute of Public Opinion, and organizes and reports public opinion polls. Gallup's research is used by many news organizations to determine public opinion about specific events throughout the year. This poll measures the public response to President George W. Bush's November 2001 speech regarding his strategy for achieving victory in Iraq.

Reader's Dictionary

population: a group of individual persons from which samples are taken for statistical measurement

methodology: a particular procedure in the total number of observations

Field Date: 11/20/2001-11/20/2001

Population: National Adults

Number of Questions: 17

Question 1: How would you rate the job George W. Bush has done handling the situation in Iraq?—Very good, Good, Not so good?

	N	%
Very good	14,127	68
Good	23,277	100
Not so good	24,816	113
Don't know	20,116	96
DON'T KNOW	2,025	10
NOT RESP.	6,522	31

Question 2: Do you think George W. Bush does not do what he needs to do to achieve victory for the United States in Iraq?

	N	%
Yes, does	41,396	233
No, does not	14,127	78
DON'T KNOW	4,055	23

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Primary Source Reading 3-B, URB pp. 17-18

C Critical Thinking

Comparing and Contrasting Have students read the American Biography. **Ask:** What were conditions like for retired teachers before and after Andrus formed the National Retired Teachers Association? (Before the NRTA, retired teachers had no health insurance. After the NRTA, they had health insurance.) **OL**

R Reading Strategy

Questioning Tell students to read the section on stability. Ask them what questions might reveal that public opinion about a presidential candidate is unstable. (May include: Do the candidate's policies favor only one class of people? Does he waver in his position on such issues as civil rights? Will his policies harm the economy?) **AL**

American Biography

Answers: She formed the American Association for Retired Persons that protects the rights of older Americans.

Reading Check **Answer:** Government officials should form policy with regards to public opinion.

Additional Support

American Biography

Ethel Percy Andrus (1884–1967)

Ethel Percy Andrus spent her life as an educator, becoming the first female principal of a California high school at age 32. When she retired at age 60 in 1944, Andrus volunteered to direct California's Retired Teachers Association. What she discovered troubled her. Many retired teachers struggled to survive on small pensions, often with no health insurance.



Andrus decided to form retired teachers into an alliance that would force lawmakers to listen to them. In 1947 she founded the National Retired Teachers Association.

In 1956 the organization won the first health insurance program for educators over age 65. Two years later, Andrus founded the American Association for Retired Persons, now known as the AARP.

Under the direction of Andrus, the AARP became a powerful lobby, focused on meeting the needs of all Americans over age 50. Today the AARP has more than 34 million members. The AARP advises the government on age-related issues and protects programs like Social Security. Staffed mostly by volunteers, the AARP tries to fulfill the motto given to it by Andrus: "To Serve; Not to be Served!"

Making a Difference

CITIZENSHIP

Ethel Andrus was active in education her whole life. **Identifying** What contributions did Andrus make that benefited older Americans?

Stability The stability of public opinion—meaning how firmly people hold to their views—may differ greatly from issue to issue. People's opinions are less likely to change when they have a firm belief. For example, most people's opinions about civil rights are more stable than their opinions about political candidates. Evidence suggests that most Americans hold the strongest convictions about issues that directly affect their lives. It is one thing to support more aid to the poor if you are poor. It is quite another if you are extremely well off. In some campaigns, voters change their minds many times before Election Day. Thus, public opinion on candidates is relatively unstable.

Reading Check **Describing** Why is public opinion of interest to government officials?

Measuring Public Opinion

Main Idea The most common way of measuring public opinion is with public opinion polls.

Civics & You Have you ever taken part in an opinion poll? Did you think about why the poll was being taken? Read to find out the role of opinion polls in measuring public attitudes.

If public opinion is to affect public policy, then political leaders must be made aware of it. One way to measure public opinion is by looking at election results. If voters elect a candidate, presumably many of them agree with most of the candidate's ideas.

Activity: Collaborative Learning

Making Generalizations Ask students in small groups to research an American who, like Ethel Percy Andrus, worked to meet the needs of a particular group of Americans. Founders of special interest groups such as the Gray Panthers or the American Cancer

Society are possible topics. Have them write a one-page report on their subject's work and achievements. Have them combine their reports in a classroom display with illustrations or photos. **OL**

Public Opinion Polls

Measuring public opinion by looking at election results is not always reliable, though. People vote for particular candidates for a variety of reasons. Perhaps they liked how a candidate looked; they supported some, but not all, of the candidate's views; or they voted a straight ticket, that is, for only Republicans or only Democrats. Election results show only a broad measure of public opinion.

R A more accurate measure is to request individuals answer questions in a **survey**, or a **public opinion poll**. Today hundreds of organizations conduct public opinion polls. Every major elected official uses polls to closely monitor public opinion.

What Do Pollsters Do?

Most presidents, for example, have a specialist—a pollster—whose job is to conduct polls regularly. The **pollster** measures the president's popularity or public attitudes toward possible White House proposals, such as a tax increase or change in immigration policy.

Random Samples Pollsters usually question a group of people selected at random from all over the United States. Such a sample, often of about 1,500 people, will usually include both men and women of nearly all races, incomes, ages, and viewpoints. A well-constructed sample will reflect the characteristics of the entire population so that it can present a reasonably accurate picture of public opinion as a whole.

W To find out people's true opinions, pollsters must be careful how they word their questions. By changing the wording of the questions, pollsters can manipulate the process to get nearly any answers they want. For example, the question "Do you favor cutting taxes?" might produce one kind of answer from a person. "Do you favor cutting taxes if it means letting poor people go hungry?" might make the same person respond differently.

TIME Teens in Action

Alix Olian



Alix Olian, 17, of Highland Park, Illinois, knows that public awareness of an issue is often the key to change. She was one of three students in charge of the annual Highland Park High School (HPHS) Charity Drive. The month-

long drive raised \$162,000 for the Children's Neuroblastoma Cancer Foundation (CNCF).

QUESTION: What is neuroblastoma?

ANSWER: It is one of the most common childhood cancers. As of now, there is no cure. Yet it gets almost no government funding.

Q: Why is awareness of this form of cancer so important?

A: When leukemia research first began, it was at the point where neuroblastoma is today in terms



Alix Olian with other fundraisers

of its mortality rate and lack of research. Then government funding for leukemia research increased, and doctors made strides toward finding a cure. We

hope that by raising awareness, we will inspire the government to take similar action with neuroblastoma research.

Q: What happened at the school assembly at the end of the charity drive?

A: We announced the amount of money we had raised. The mothers of children who had died from neuroblastoma were in tears, and so were a number of students and teachers. It was a moment I will never forget.

Making a Difference

CITIZENSHIP

Analyzing What do you think led Alix to provide her time and efforts to support the CNCF cause?

R Reading Strategy

Defining Ask: What is a synonym for "survey"? (*n. public opinion poll; v. examine, view, scrutinize*) **OL**

S Skill Practice

Reading Polls Ask students to find a poll in the newspaper or on the Internet. Help students identify the issue that the poll explores (*what question it asks*); the poll's sample (*number of people polled*); the poll's breakdown (*respondents' age, race, income and so on*); and the results of the poll (*answer to the poll's question*). **OL**

W Writing Support

Personal Writing Ask students to write a paragraph describing whether or not they think polls are an accurate judge of people's true opinions. **OL**

TIME Teens in Action

Answer: She wanted the government to increase funding for neuroblastoma research to support doctors' attempts to find a cure for the disease.

Hands-On Chapter Project Step 1

Creating a Public Interest Campaign

Step 1: Identifying the Issues Have groups of students identify and select an issue of either school, local, or national interest to them.

Directions Write the Big Idea on the board. Tell student groups to prepare a short statement expressing their viewpoint about the issue they selected. The statement should

explain what their issue of concern is. It should describe the group's viewpoint about the issue. It should also express why the group holds its particular viewpoint.

Summarizing Have groups share what they learned about the Big Idea while identifying their issues. Ask volunteers to read each group's statements to the class. Encourage the class to question groups about their positions. **OL**

(Project continued in Section 2)

C Critical Thinking

Distinguishing Fact from Opinion Have students read the section on push polls. **Ask:** What fact does the text tell us about push polls? (*Push polls are worded in such a way as to get a desired answer.*) What opinion might this fact elicit? (*Push polls are not fair.*) **OL**

✓ Reading Check **Answer:** They feel that polls can discourage voting if one candidate is far ahead of the others. Some also believe that politicians are too influenced by polls.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing **Ask:** What are the influences that shape public opinion? (*The mass media, interest groups, public officials, and personal background all shape public opinion.*) **OL**

Push Polls Polls in which the questions are worded so as to influence a person's responses one way or another are called push polls. Push polls are condemned by responsible scientific pollsters. When they are considering poll results, thoughtful citizens should ask themselves whether the questions were, in fact, fair and unbiased.

Support for Polls Some people believe that public-opinion polling serves a useful purpose. Polling, they argue, allows officeholders to keep in touch with citizens' changing ideas about issues. With polls, officials do not have to wait until the next election to see if the people approve or disapprove of government policies.

Problems With Polls Some claim polling makes our elected officials more concerned with pleasing the public rather than exercising political leadership and making wise

decisions. Many people also worry that polls affect elections. The media conduct polls constantly during campaigns so they can report who is ahead. Critics argue that these polls treat an election like a horse race, ignoring the candidates' views on issues to concentrate on who is winning or losing at the moment. Furthermore, polls may discourage voting. If they show one candidate far ahead of another, some people may decide not to bother voting because they think the election has already been won or lost.

Our government is responsive to public opinion—to the wishes of the people. However, public opinion is not the only influence on public policy. Interest groups, political parties, the mass media, other institutions of government, and individuals also shape public policy.

✓ Reading Check **Explaining** Why do some people criticize public opinion polls?

Section Review


Vocabulary

- Define** the following terms and use them correctly in a paragraph about a recent election: *public opinion, mass media, interest group, public opinion poll, and pollster.*

Main Ideas

- Explaining** What are three components of public opinion and what do they describe?
- Describing** In polling, what are random samples?

Critical Thinking

- BIG Idea** Do you think political polling provides accurate results? Useful results? Explain your opinion.
 - Identifying** In a graphic organizer like the one below, list different forms of mass media.
- 
- Analyzing Visuals** Examine the graph—Pre-Election Approval Ratings—on page 320. Write a paragraph summarizing the general trends you feel the results indicate.

CITIZENSHIP Activity

- Persuasive Writing** Supporters of polling argue that it is a tool for democracy. Critics of polling think that it makes politicians into reactors rather than leaders. In a short essay, explain which opinion you agree with and why.



Study Central™ To review this section, go to glencoe.com.

Section 1 Review

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Direction—agrees or disagrees with stated issue; Intensity—level of feeling about an issue; Stability—likelihood of maintaining or changing opinion.
- A random sample is a group of people selected by chance, or randomly, to answer questions.
- Students may point out that the results often depend on the type of poll.
- Answers may include the Internet, television, radio, magazines, and books.
- Answers should mention that presidents need at least a 50% approval rating to be reelected.
- Answers may express the opinion that polls help officials understand and respond to the needs of the public. Students may express the opinion that politicians become too concerned about polls and this interferes with their roles as leaders.



Hazelwood School District v. Kuhlmeier

The Supreme Court's 1969 ruling in Tinker v. Des Moines affirmed students' First Amendment rights to freedom of expression in public schools (see the Tinker decision in Chapter 4, page 132). How far did those rights extend?

Background of the Case

Hazelwood East High School near St. Louis, Missouri, sponsored a student newspaper as part of its journalism classes. Before each issue, principal Robert Reynolds reviewed the pages.

Reynolds objected to two articles he read in the pages for an issue. One article discussed three pregnant students. The other described a certain student's experience with divorcing parents. Although actual names were not used, Reynolds felt readers could easily identify the featured individuals. Reynolds cancelled the two pages on which the articles appeared.

Kathy Kuhlmeier and two other students who worked on the newspaper sued the school claiming their First Amendment rights had been denied. Many others wore armbands in support.



High school students all over the country learn about freedom of the press rights as they publish their school newspapers.

The Decision

Relying on the Supreme Court's earlier *Tinker* decision, a lower court upheld Kuhlmeier's claim. On January 8, 1988, however, the Supreme Court reversed this ruling. The Court did not overturn the *Tinker* decision. Instead it drew a sharp line between individual expression—as in the wearing of armbands in *Tinker*—and the content of a school-sponsored newspaper. Justice Byron R. White wrote:

“A school must be able to set high standards for the student speech that is disseminated [distributed] under its [sponsorship] . . . and may refuse to disseminate student speech that does not meet those standards.”

—Justice Byron R. White

Why It Matters

Although students still have some First Amendment protections, the Hazelwood decision brought on cries of censorship among advocates of free speech and student interest groups. The Student Press Law Center reports that a number of schools, fearing lawsuits, have done away with student newspapers. Schools have also applied the Hazelwood decision to prevent the publication of student yearbooks, to stop stage performances, and to censor the content of student-based Internet Web pages.

Analyzing the Court Decision

- Analyzing** Why did the students on the school newspaper sue their school?
- Concluding** How do you think Hazelwood could affect a school's responsibility to educate?

Chapter 11 325

Background

Hazelwood School District v. Kuhlmeier

Freedom of speech is considered a fundamental American right. However, when the Constitution was first drafted, this right was not stated. The Constitution set forth the role and powers of government. It did not state what government could not do. The Americans had just won their freedom from a tyrannical king and wanted assurances

that their new government would respect the rights of its citizens. They wanted a bill of rights.

The American Bill of Rights was written by James Madison and adopted in 1791. These rights make up the first ten amendments to the Constitution. The high value Americans place on free speech is indicated by its inclusion in the very first amendment. It states that “Congress shall make no law... abridging the freedom of speech.”



Teach

Reading Strategy

Making Connections Tell students that Supreme Court decisions have sometimes assumed that Amendment IX in the U.S. Constitution guarantees U.S. citizens the right to privacy. **Ask:** *How might the newspaper articles have violated their subjects' right to privacy? (They discussed the personal lives of people that could have been easily identified.)* **OL**

Writing Support

Persuasive Writing Encourage students to discuss the consequences of the Supreme Court decision. Have them write a brief essay intended to persuade an audience that the decision was either right or wrong. **OL**

ANALYZING THE COURT DECISION

Answers:

- Analyzing** They believed their First Amendment right to free speech had been denied.
- Concluding** Answers may include: It could influence schools to restrict student access to information and free expression.

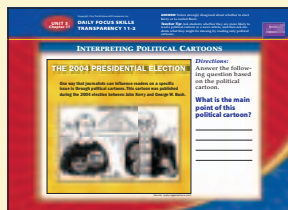
Additional Support

Focus



Bellringer

Daily Focus Transparency 11–2



Guide to Reading

Answers to Graphic:

Most Powerful Media
1. Television
2. Internet
3. Radio
4. Newspapers
5. Books

Section Spotlight Video

To learn more about the mass media, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

In a democratic society, various forces shape people's ideas.

Content Vocabulary

- print media (p. 327)
- electronic media (p. 327)
- public agenda (p. 327)
- leak (p. 328)
- prior restraint (p. 329)
- libel (p. 330)
- malice (p. 330)

Academic Vocabulary

- acknowledge (p. 328)
- benefit (p. 328)
- regulatory (p. 330)

Reading Strategy

Organizing As you read, note the impact of each of the types of media and list them on a chart like the one below.

Most Powerful Media
1.
2.
3.
4.
5.

The Mass Media

Real World Civics If you see it on the news, or read it in the newspaper, it must be true—right? News media cameras track politicians' every move. But competition for the best photos and newest news is tremendous. While it is the job of the media to report the facts, there are many ways to see the facts. The media can act as a "watchdog," but they also can "spin" the news to present a specific point of view. Remembering that those in the media have their own viewpoints of government and politics can help citizens better understand the messages the media are sending.

▼ Photographers and reporters swarm presidential candidates



R Reading Strategies

Teacher Edition

- Organizing, p. 327
- Making Connections, p. 328
- Inferring, p. 329
- Identifying, pp. 329, 330

Additional Resources

- Cont. Vocab., URB p. 65
- Ac. Vocab., URB p. 67
- Guid. Read., URB p. 84
- Foldables, p. 71

C Critical Thinking

Teacher Edition

- Making Generalizations, p. 328

Additional Resources

- Biography Act., URB p. 69
- Graphic Novel, p. 37
- Quizzes and Tests, p. 126

D Differentiated Instruction

Teacher Edition

- English Learners, p. 328

Additional Resources

- School-to-Home Act., URB p. 79
- Reteach. Act., URB p. 81

W Writing Support

Teacher Edition

- Persuasive Writing, p. 327
- Expository Writing, p. 330

S Skill Practice

Teacher Edition

- Reading Charts, p. 329

Additional Resources

- Chart, Graph, and Map Skills, URB p. 75
- Daily Focus Trans., 11–2

Teach

R Reading Strategy

Organizing Have students read the section Types of Media to answer the question. **Ask:** What are some examples of print and electronic media? (Print: newspapers, magazines, books. Electronic: television, Internet, radio) **BL**

W Writing Support

Persuasive Writing The various kinds of media focus public attention on important issues. Have students write one paragraph stating which current issue they believe deserves the most media attention. **OL**

Caption Answer:

Answers will vary, but students should recognize that TV presents events directly and dramatically.

You Are There Television reporting of news events, such as the damage done by Hurricane Katrina in 2005, takes people right to the event. **Predicting** How might television affect people's thoughts about how serious an event is?

The Media's Impact

Main Idea The nation's media are an important influence on politics and government and also help set the public agenda.

Civics & You Where do you get your news? How reliable is this source? Read to find out how Americans depend on the media for information.

In the United States the mass media play an important role in influencing politics and government. They also form a link between the people and elected officials.

Types of Media

Newspapers, magazines, newsletters, and books are examples of **Print media**. The **electronic media** are radio, television, and

the Internet. In the United States, most media outlets are private businesses, run to make a profit. For that reason, media managers often decide what news to run based on what will attract the most viewers, listeners, or readers. The larger the audience, the more money the media can charge for advertising.

Public Agenda

The government must deal with many problems and issues. The ones that receive the most time, money, and effort from government leaders make up what is often called the **public agenda**.

The media have great influence on which problems governments consider important. When the media publicize a problem, such as immigration, white-collar crime, or pollution, people begin to worry about it and to expect that government officials will deal with the problem.

Creating a Public Interest Campaign

Step 2: Speaking Out Have groups of students collaborate on an editorial based on the short statement they prepared in Step 1.

Directions Write the Big Idea on the board. Tell student groups to use their short statements as the basis for an editorial. Have students include at least two statistics and one

concrete example that backs up the viewpoint expressed in their editorials. Remind students to include the sources they used for the information in their editorials.

Summarizing Have groups share what they learned about the Big Idea while collaborating on their editorials. Ask volunteers to read each group's editorial. **OL**

(Project continued in Section 3)

Hands-On Chapter Project Step 2



C Critical Thinking

Making Generalizations Ask: How might politicians use the media to their advantage? (They might use it to gain the approval of the public and/or to manipulate the public.) **OL**

D Differentiated Instruction

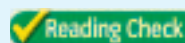
English Learners Ask: How are journalists like watchdogs? (Just as a watchdog barks to alert its master of danger or intruders, journalists alert the public about danger and important information.) **ELL**

Caption Answer:

Answers will vary, but students should note that the media can report positive things when politicians do something positive.



Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.



Answer: to test public support

Differentiated Instruction



Watchdogs The media track and report bad behavior and corruption by politicians. **Explaining What positive things about politicians do the media report?**

Coverage of Candidates

Today's modern media, especially television, make it possible for some people to run for office who might never have done so in an earlier time. Previously, candidates were usually experienced politicians who had spent many years working their way up through their political parties. Today sports, media, and Hollywood celebrities with little or no political experience can quickly move into major political positions, based on the fame they earned in other fields.

Media and Elected Officials

The relationship between journalists and politicians is complicated. They need one another, yet they often clash. One presidential assistant explained it this way: "Politicians live—and sometimes die—by the press. The press lives by politicians."

Politicians may also secretly pass on, or **leak**, information to friendly reporters about proposed actions. Leaks allow them to test public reaction to a proposal without having

to **acknowledge**, or admit, that the government is considering it. If the public reacts favorably, the government might officially move ahead with the idea. If the public reaction is negative, they can quietly drop it. Politicians also use leaks to change public opinion on an issue, or to gain favor with a reporter.

Leaking information is part of politics. Many journalists go along with the practice because they **benefit**, or profit, from being able to report "inside" information. When they can get hot news from politicians and "scoop" their rivals—break a story first—they become more successful as journalists.

Watchdog Role

The mass media also play an important "watchdog" role over government activities. Journalists are eager to expose government waste or corruption. They know that stories about government misconduct will attract a large audience. Throughout American history the media have served both their own interests and the public interest by exposing misconduct in government.

Media and National Security

A tension exists between the American citizens' need for information and the need for the government to keep secrets to protect national security. The government can control information the media reports by classifying information as secret and limiting press coverage of military actions. In the war in Iraq, "embedded," or implanted, journalists went with American troops into battle. They reported live on clashes with the enemy as well as on the daily life of the troops. Most journalists welcomed this opportunity. Some critics, however, felt the arrangement made it too easy for the government to control news reporting on the war.



Explaining Why would a government official leak information to the media?



Student Web Activity Visit glencoe.com and complete the Chapter 11 Web Activity.

Edward R. Murrow

Biography Activity 11

Edward R. Murrow (1894–1965)

A pioneer in the history of Columbia Broadcasting System (CBS) broadcasting, Murrow was one of the most influential and respected voices in the broadcast industry. The program "The Voice of America" was his first major assignment. The program was a small collection of the lives of influential and famous people who worked hard to defend their country in all American.

Changing Times

Murrow began his 25-year career at CBS in 1928 as Director of Sales and Marketing. Two years later he was named head of the network's European bureau, where he reported on the events of World War II. He became a radio broadcaster during the Battle of Britain, each beginning with the famous phrase "This is London." He was frequently praised by the world of reporting for his courage.

Murrow's broadcasts made him a national news figure and a symbol of courageous news reporting.

After the war, Murrow returned to the United States and CBS, becoming vice president in charge of news and, later, a news anchor. He continued to report on the new world of television with a news anchor program called *See It Now*. In 1954, he hosted the famous program, broadcast on March 9, 1954, called *See It Now* featuring Joseph McCarthy.

Fighting McCarthyism

The program ended from Wisconsin, McCarthy had gained national attention by accusing large numbers of people of being communist sympathizers. He used his control of the House Committee on Government Operations to investigate people he called Communists. The investigation cost many people their jobs.

- Objective:** To gain an understanding of the impact of the media
- Focus:** Have students study the career of CBS journalist Edward R. Murrow.
- Teach:** Discuss the role of the media as a "watchdog."
- Assess:** Review that students clearly demonstrated cause and effect in their answers for question 5 on page 70.
- Close:** Have students create a time line of Murrow's broadcasting career.

Differentiated Instruction Strategies

- BL** Identify why Murrow wanted to profile Senator McCarthy on his television program.
- AL** Find a quote from a contemporary public official in which dissent is labeled as disloyal.
- ELL** Discuss the meaning of the word "fanaticism" and how it applied to Senator McCarthy.

Media Safeguards

Main Idea Freedom of the press is protected by the U.S. Constitution, although some regulation is permitted.

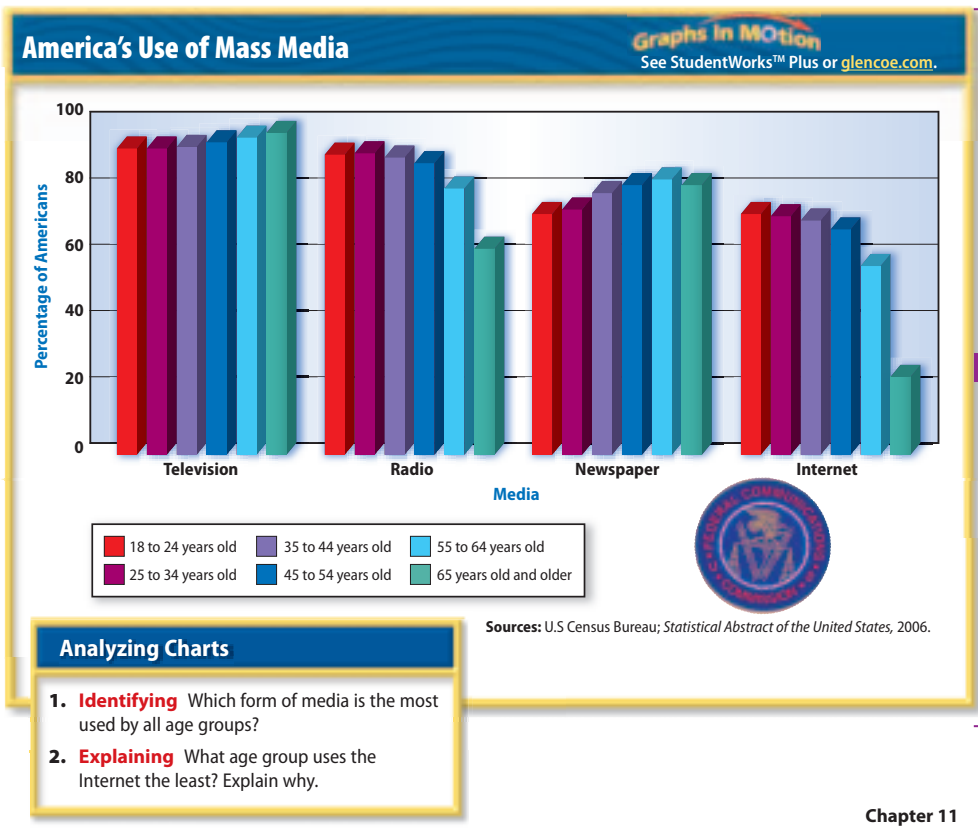
Civics & You Have you ever seen something on TV or heard something on the radio that you thought “went too far”? What do you think should be done about it? Read to find out what the Constitution says and how courts have interpreted it.

Democracy requires a free flow of information and ideas in order to thrive. In the United States the government plays an important role in protecting the ability of the mass media to operate freely. The Constitution extends freedom of speech to the media.

The First Amendment to the U.S. Constitution states, in part,

“Congress shall make no law . . . abridging the freedom . . . of the press.”

Today, “press” in this usage refers not only to print media but to radio, television, and the Internet as well. In the United States, the First Amendment means that the media are free from **prior restraint**, or government censorship of material *before* it is published. Generally the government cannot tell the media what or what not to publish. This means that reporters and editors are free to decide what they will say, even if it is unpopular or embarrassing to the government or to individual politicians.



R1 Reading Strategy

Inferring Ask: What might happen to our democracy without freedom of the press? (The government would be able to control what the public knows, and citizens would not be able to make informed decisions.) **OL**

R2 Reading Strategy

Identifying Have students write a sentence using the word “prior,” and a sentence using the word “restraint.” Challenge students to define the term “prior restraint” based on the meaning of each of the two words. **BL ELL**

S Skill Practice

Reading Charts Ask: For those aged 55–64, what two media sources do they use in almost equal amounts? (radio and newspapers) **OL**

Analyzing Charts

Answers:

- television
- Those 65 years and older use the Internet least of all Americans. They are unfamiliar with the technology since they did not grow up using it.

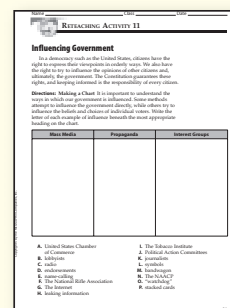
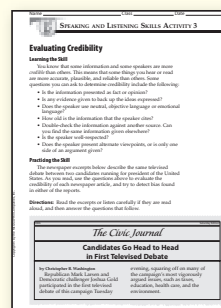
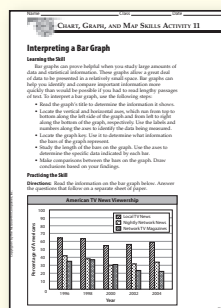
Leveled Activities

BL Biography Activity 11, URB pp. 69–70

OL Chart/Map/Graph Activity, URB pp. 75–76

AL Speaking and Listening Activity 3, URB pp. 9–12

ELL Reteaching Activity 11, URB p. 81



R Reading Strategy

Identifying Ask: What is a synonym for “malice”? (evil intent) **BL**

W Writing Support

Expository Writing Tell students that despite shield laws, journalists have at times faced jail to protect the identity of a source. Have students research a case where a journalist refused to reveal his or her source. Ask students to write a one-page report on the case. **AL**

✓ Reading Check Answer: It prevents the government from censoring journalists by telling them what they can or cannot publish.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Personal Journal Ask students what medium is the best source of news. Ask them to write a paragraph in their journals explaining why they prefer it. **OL**

Section 2 Review

Freedom Within Limits Freedom of the press is not, however, unlimited. For example, no one is free to publish false information that will harm someone’s reputation. This action is called **libel**. Anyone who believes a written story has damaged him or her may sue for libel. Unlike ordinary people, however, government officials rarely win libel lawsuits. In *New York Times Co. v. Sullivan* (1964), the Supreme Court ruled that public officials must prove actual **malice**, or evil intent—meaning that the publisher either knew that the material was false or showed a reckless disregard for the truth.

Protecting Sources Success in gathering news may depend on getting information from those who do not want their names made public. The press and the United States government have fought many battles over the media’s right to keep sources secret. Thirty-one states and the District of Columbia have media shield laws to protect reporters from having to reveal their sources.

For the most part, however, reporters have no more right to avoid presenting evidence than do other citizens.

Regulating the Media

The federal government possesses some power to regulate the broadcast media. This is because the government decides who gets access to the limited number of airwaves available for radio and television broadcasting. One way the government regulates broadcasting is through the Federal Communications Commission (FCC). The FCC is a **regulatory**, or managing, commission of the federal bureaucracy. The FCC cannot censor broadcasts, but it can penalize stations that violate its rules. A well-known example is the fine for the broadcast of the 2004 Super Bowl halftime show featuring singer Janet Jackson.

✓ Reading Check Describing How does prior restraint protect the media?

Section 2 Review

Vocabulary

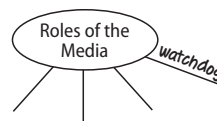
- Write** a short paragraph about mass media using each of these terms: *print media, electronic media, public agenda, leak, prior restraint, libel, malice.*

Main Ideas

- Explaining** How do the media set the public agenda?
- Describing** What are two ways freedom of the press is limited?

Critical Thinking

- Analyzing** Explain how the media and public officials are dependent on one another.
- BIG Idea:** Describe the roles the media plays in influencing government and politics by completing a graphic organizer like the one below.



- Analyzing Visuals** Examine the chart on page 329. What general statements can you make about those 18 to 24 years old?

Activity

- Interviewing** Contact a local TV or radio station. Ask them to identify a recent broadcast that drew criticism. Have the station describe its procedure for handling such complaints.



Study Central™ To review this section, go to glencoe.com.

Answers

- Paragraphs should incorporate definitions for the vocabulary words that are found in the section and in the Glossary.
- By deciding what stories to cover they influence the public’s focus on issues.
- The law prohibits media from publishing false information about individuals, as well as government classified secrets.
- Public officials rely on the media to get their message out. Journalist careers benefit from

- being the first to report “inside” information.
- Roles of Media:** Watchdog; Help Set Public Agenda; Report the News; Cover Government Officials
- The chart shows that 18–24 year olds use television and radio more than other media. They read newspapers less than older Americans. They use the Internet more than older Americans.

- Interviews will vary. Students should share the station’s explanation of the incident with the class.



Issues to Debate



Do the media have a political bias?

In the past, most Americans watched the major television networks—CBS, NBC, and ABC—for their news. Today fewer Americans rely on the three major networks and their local newspapers. Many receive their news from a wide variety of sources, including cable television and the Internet. The issue of bias—or prejudice—in the news has become a topic for debate. Interest groups have organized to report on media bias. Some groups report that the media are generally liberal; others say they are more often conservative. Obviously, the bias of the interest group helps determine how it sees the media. Is news reporting in America generally biased?



A cartoon shows that it seems the media produced slanted or biased reports

YES

The nonpartisan Center for Media and Public Affairs published a study in 1981 showing that the majority of network journalists identified themselves as liberal. Rupert Murdoch founded the Fox News cable channel to counterbalance what he saw as liberal bias at the big three networks. More recently, a CBS broadcast journalist, Bernard Goldberg, wrote a book called *Bias* in which he claimed that a one-sided opinion dominates the mainstream news media. He identified three network anchors: "I said out loud what millions of TV news viewers all over America know and have been complaining about for years: that too often, Dan (Rather) and Peter (Jennings) and Tom (Brokaw) and a lot of their foot soldiers don't deliver the news straight, that they have a liberal bias."

—Bernard Goldberg, Center for American Progress

NO

Network anchors, like former CBS anchorman Dan Rather, claim to be unbiased and above politics. In 1995, Rather said that most reporters did not know whether they were Republican or Democrat. He thought that most were probably moderates. In his recent book *What Liberal Media?* Eric Alterman accused conservatives of using the myth of liberal bias to gain a political advantage. "The myth of the 'liberal media' empowers conservatives to control debate in the United States to the point where liberals cannot even hope for a fair shake anymore. However immodest my goal, I aim to change that." He added that the 47 percent of people polled who believed that the media are "too liberal" were influenced by the myth of liberal bias.

—Eric Alterman, *What Liberal Media?*

Debating the Issue

- Identifying** What three networks captured most of the news viewers in the past?
- Recalling** How has the way Americans receive their news changed in recent years?
- Contrasting** Explain the difference between Goldberg's and Rather's views of network anchors.
- Evaluating** Why do many people believe news reporting is biased?

Chapter 11 331

Activity: U.S./World Connections

Comparing and Contrasting Point out to students that other countries have the same concerns about their media's bias. Ask them to read two newspapers from a country whose native tongue is English, such as Australia or Canada. Tell them to choose a national issue that is covered by both papers.

Have the class discuss how each newspaper covers the issue. Ask volunteers to suggest phrases in each paper that reveal a different point of view. List these phrases on the board under the name of the paper in which it appears. Then have the class discuss whether the phrases reveal a political bias. **AL**



Issues to Debate



C₁ Critical Thinking

Making Inferences Ask: How can you protect yourself from bias in the news? (Get the news from more than one source. Recognize and sort fact from opinion.) **OL**

C₂ Critical Thinking

Making Inferences Ask: What does the cartoon suggest about news bias? (Corporate sponsors of news programs may influence what stories are reported and how they are presented.) **OL**

Debating the Issue

Answers:

- ABC, CBS, NBC
- Americans now get their news from a greater variety of sources that include cable television and the Internet.
- Goldberg believes that journalists have a liberal bias. Rather feels that most journalists are moderates.
- Different interest groups evaluate the media's presentation of the news from their own viewpoints. They then convey their assessments to the public.

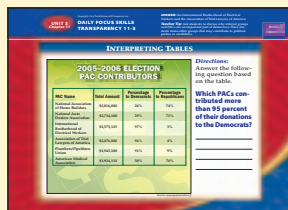
Additional Support

Focus



Bellringer

Daily Focus Transparency 11-3



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about interest groups, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Political and economic institutions evolve to help individuals and groups accomplish their goals.

Content Vocabulary

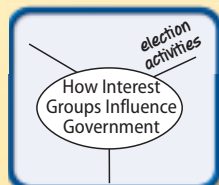
- public interest group (p. 334)
- nonpartisan (p. 334)
- political action committee (PAC) (p. 334)
- lobbyist (p. 335)

Academic Vocabulary

- primary (p. 334)
- guarantee (p. 337)

Reading Strategy

Summarizing As you read, complete a web diagram like the one below to show how interest groups influence governmental decision making.



Interest Groups

Real World Civics Since our country began, the right to assemble has been a basic freedom. When labor union members such as those in the AFL-CIO get together to support issues, they hope people listen. Labor unions formed early in America to give workers a more powerful voice. Although not all Americans agree with unions, all people have a right to be heard. The AFL-CIO was formed in the 1950s to give labor unions its most powerful voice.

▼ Steelworkers and postal workers at an AFL-CIO Solidarity rally



R Reading Strategies

Teacher Edition

- Identifying, pp. 333, 334
- Summarizing, pp. 334, 335, 336
- Making Connections, p. 338
- Predicting, p. 342

Additional Resources

- Cont. Vocab., URB p. 66
- Guid. Read., URB p. 85
- RENTG, p. 128

C Critical Thinking

Teacher Edition

- Making Inferences, pp. 333, 334, 337

Additional Resources

- Quizzes and Tests, p. 127

D Differentiated Instruction

Teacher Edition

- Gifted & Talented, p. 333
- Below Grade Level, p. 336
- Gifted & Talented, p. 337

Additional Resources

- Diff. Instr. Act., p. 77
- Reteach. Act., URB p. 81

W Writing Support

Teacher Edition

- Personal Writing, p. 335

Additional Resources

- Writing Skills Act., URB p. 72

S Skill Practice

Teacher Edition

- Analyzing Charts, p. 336

Additional Resources

- Daily Focus Trans., 11-3
- Pol. Cartoons Trans. 11

C Critical Thinking

Making Inferences Encourage students to discuss problems that affect them and their families, such as determining the safety of the food sold in grocery stores. **Ask:** Which kind of interest group would you turn to for help with this problem and why? (Students should recognize that one of the public interest groups would be the best source of help because such a group works for the common good not just the good of a special group.) **OL**

R₁ Reading Strategy

Identifying **Ask:** What is a PAC? (A political action group; these organizations raise money in support of candidates.) **BL**

R₂ Reading Strategy

Summarizing Have students explain the goals and methods of interest groups. Have them list in outline form what they have learned on this page about interest groups. **OL**

Caption Answer:

Public interest groups work to influence public policy.

Additional Support

Public Interest Groups All the interest groups described earlier are private groups because they promote only the special interests of their own members. Some groups, however, work to benefit all, or at least most, of society. These are **public interest groups**.

C These groups support causes that affect the lives of Americans in general. For example, the League of Women Voters is a **nonpartisan**, or impartial, group that educates voters about candidates and issues. Other public interest groups have worked for consumer rights and the rights of the disabled.

Interest Groups and Government

Interest groups are an important part of our democratic process because their **primary**, or first, goal is to influence public policy. To do this, interest groups focus their efforts on elections, the courts, and lawmakers.

Elections Some interest groups use political resources to support certain candidates at election time. For example, the Sierra Club might back candidates who support laws to protect nature and oppose those who disagree with its beliefs. Many interest groups, including most labor unions and many corporations and trade associations, have formed **political action committees (PACs)**. PACs collect money from the members of their groups and use it to support some candidates and oppose others.

Going to Court Trying to influence public policy by bringing cases to court is another option. For example, when a law—in the opinion of an interest group—is not being properly enforced, the group may sue the party who is breaking the law. A group may also use the courts to argue that a law or government policy is unconstitutional.

Peaceful Demonstrations Many special-interest groups protest peacefully, just asking citizens to read materials or sign petitions. **Describing** What kinds of actions by the government are special-interest groups hoping for?



334

Activity: Collaborative Learning

Formulating Questions Help students see that public interest groups can change government policies that affect their daily lives. Tell them that interviewing an official that works in such an organization can acquaint them with that group's activities.

Have students choose an organization that deals with a problem important to them. Then have them research that group. Organize students into three groups. Have each

group generate a list of questions based on their research that they would like to ask an official in a public interest group. Then have each group read their questions to the class. The class as a whole will vote on the questions to be asked. Students will then elect a student to conduct the interview. Have that student interview an official from the chosen organization and report back to class. **OL**

R Reading Strategy

Summarizing Have students list techniques that interest groups use to influence public opinion. *(They use direct-mail campaigns to recruit and advertise, stage protests, and organize public events.)* **OL**

C Critical Thinking

Making Inferences Ask: **Why are some people more likely to vote for a candidate who has been endorsed by a famous person?** *(Answers may include that people feel they can trust the opinion of someone they know and like.)* **BL**

D Differentiated Instruction

Below Grade Level Have students create a Venn diagram listing differences and similarities between the different propaganda techniques. **BL ELL**

Analyzing Charts

Answers:

1. Name-calling uses personal attacks against a candidate.
2. Answers will vary, but students will most likely say the "Stacked Cards" because at least it gives information about a candidate's record, also "Just Plain Folks" because it gives a candidate's background.

Hands-On Chapter Project Step 3

Creating a Public Interest Campaign

Step 3: Working Together Have groups of students create their own public interest group on behalf of the issue they identified in Step 1.

Propaganda Techniques

THE BANDWAGON



"Polls show our candidate is pulling ahead, and we expect to win in a landslide."

NAME-CALLING




"Candidate A is a dangerous extremist."

ENDORSEMENT



Popular beauty queen says, "I'm voting for Candidate B and so should you."

STACKED CARDS



"Candidate C has the best record on the environment."

GLITTERING GENERALITY



"Candidate B is the one who will bring us peace and prosperity."

JUST PLAIN FOLKS



"My parents were ordinary, hardworking people, and they taught me those values."

TRANSFER



Associating a patriotic symbol with a candidate.

Analyzing Charts

1. **Explaining** How does name-calling differ from the other techniques?
2. **Evaluating** In your opinion, which propaganda techniques, if any, are more acceptable than others in political campaigns?

Techniques Interest Groups Use

Main Idea Interest groups use various techniques to influence public opinion and policy.

Civics & You Are you more likely to support a cause because a famous singer supports it? Read to find out how groups and office seekers try to gain your support.

All interest groups want to influence public opinion, both to gain members and to convince people of the importance of their causes. Many use direct-mail campaigns to

recruit. Interest groups also advertise. Maybe you have seen ads urging you to drink milk, use ethanol in your car, or buy American-made products. Trade associations sponsor these types of ads. Interest groups also stage protests and organize public events to get coverage in the media.

Beware Propaganda!

Interest groups use propaganda techniques to promote a particular viewpoint or idea. Citizens need to recognize the different types of propaganda described in the chart on this page. Many political and special-interest groups apply the same techniques used to market products to consumers.

Directions Write the Big Idea on the board. Discuss the ways that interest groups attempt to influence government policy. Have students create a name for their interest group and have them plan a peaceful demonstration to promote their agenda. Ask students to consider to whom they most want to communicate their concerns:

the government and/or the public. They should consider what activity and location would best communicate their concerns.

Summarizing Have groups share their demonstration plans in class. Then have volunteers share what they learned about the Big Idea while collaborating on their plans. **AL**
(Project continued on the Visual Summary page)

Regulating Interest Groups

Although the Constitution **guarantees**, or promises, Americans the right to participate in interest groups, state and federal governments regulate their activities. Laws have limited the amount of money PACs may contribute to candidates and have required lobbyists to register with congressional officials who have authority to monitor them. Lobbyists must also disclose who hired them, how much they are paid, and how they spend money related to their work.

Federal and state laws also require a waiting period before former government officials can become lobbyists. For example, a person who just ended a term as a representative cannot immediately become a lobbyist for some special-interest group or organization that wants to hire that person. These laws are meant to prevent ex-public officials from taking unfair advantage of inside knowledge and friendships with former associates

on behalf of interest groups. Laws regulating lobbyists have had only limited success.

Pros and Cons Interest groups have both their critics and their defenders. Some people argue that interest groups and lobbyists have too much say in government. Critics claim that campaign contributions give interest groups improper influence over office-holders. Many critics point to the example of Jack Abramoff, one of Washington's most powerful lobbyists. In January 2006, Abramoff admitted corrupting government officials and stealing millions of dollars from his lobbying clients.

Those who defend interest groups say that they make government more responsive. They provide necessary and important services by communicating the people's wishes to their representatives. They also enable Americans to organize and participate in the political system, and pressure the government to follow policies they want.

C Critical Thinking

Making Inferences Ask: **Why is it important to know for whom lobbyists work?** (to understand whose interests the lobbyist is serving.) **OL**

D Differentiated Instruction

Gifted and Talented Have students research the Jack Abramoff case—its effects on government and special interest groups. Have them present an oral report to the class. **AL**

Reading Check Answer: to communicate the desires of interest groups; to pressure government to support policies favorable to interest groups

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Predicting Have students discuss what effect banning interest groups might have on a democracy. **OL**

Section 3 Review

Section Review 3

Reading Check Explaining What are the main tasks of lobbyists?

Vocabulary

- Define** the following terms and use them in sentences related to interest groups: *public interest group*, *nonpartisan*, *political action committee (PAC)*, *lobbyist*.

Main Ideas

- Describing** What are three ways interest groups can be organized?
- Explaining** How have laws regulated the activities of interest groups, PACs, and lobbyists?

Critical Thinking

- Making Judgments** Which of the marketing techniques discussed in this section do you think is the most effective among consumers and citizens? Why?
- BIG Ideas** On a graphic organizer like the one below, compare and contrast the benefits and dangers of interest groups and lobbyists in our political system.

Benefits	Dangers

- Analyzing Visuals** Examine the chart of propaganda techniques on page 336. Work with a partner to list an example you have seen, heard, or read in the media of each.

CITIZENSHIP Activity

- Expository Writing** You have studied about political parties and about interest groups. Write a one-page paper in which you compare interest groups and political parties. How are they similar? How are they different?



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Answers may include: by economic interest, by characteristics (ethnicity, gender, age), by cause.
- The law requires that lobbyists register with the government. PACs are limited in the amount of money they can contribute to candidates. Interest groups must report how they spend their money.
- Answers will vary. Students should give reasons for their judgments.
- Benefits:** Allows citizens to organize and participate in political system; communicates needs of citizens for representation; makes government more responsive.
Dangers: Uses contributions to candidates to gain unfair influence over government policies.
- Answers will vary but students should provide the media they referenced.
- Students can review Chapter 9 to find information about political parties.

**R** Reading Strategy

Making Connections Have students discuss shopping on the Internet. **Ask:** *Why is information about Internet shopping important for Internet consumers? (It will help them protect themselves from theft and fraud when using the Internet.)* **OL**

S Skill Practice

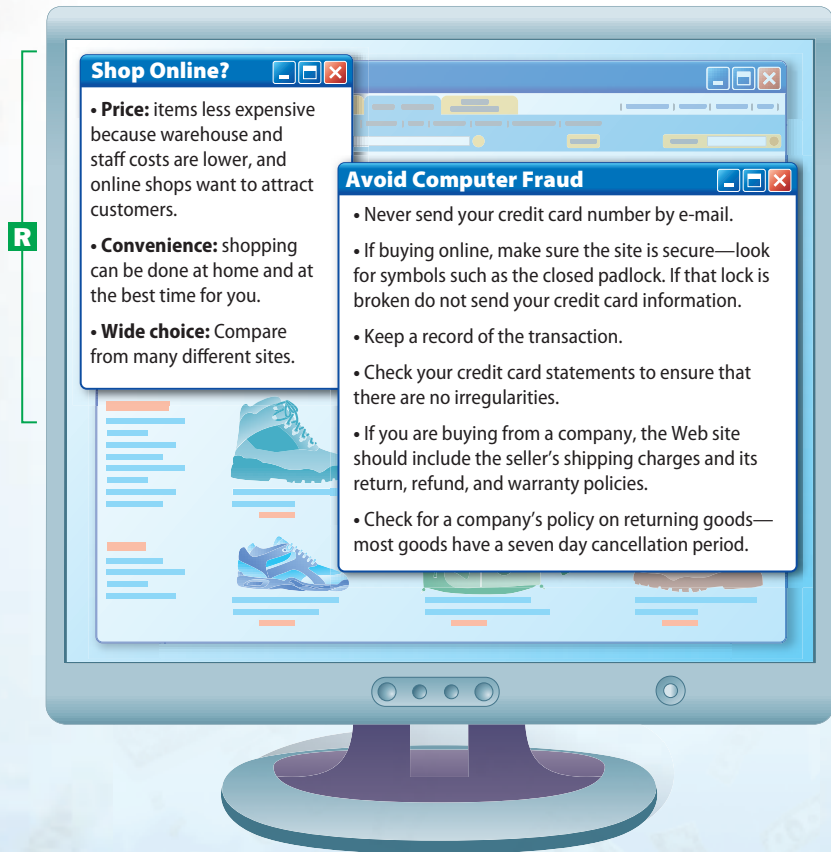
Using the Internet Have students search the Internet for an item of their choice. Ask them to list the steps it takes to choose and order an item on each site that they visit. Encourage them to note any information about each company's shipping and return policies. **BL**

**Analyzing Economics****Answer:**

- Answers will vary, but arguments should include facts to back up student opinions.
- Don't send your credit card number by e-mail. Shop only at secure sites. Keep a record of all transactions. Check your credit card statements.

Additional Support**Shopping on the Internet**

Shopping on the Internet has become increasingly popular because of the ease with which it can be done. Anybody with access to the Internet and a valid credit card can order on the Web.

**Analyzing Economics**

- Comparing and Contrasting** Make a chart comparing the advantages and disadvantages of shopping on the Internet. In your opinion, do the advantages outweigh the disadvantages or vice versa? Why?
- Applying** What are three ways that you and your family can make shopping on the Internet safer for yourselves?

Activity: Economics Connection

Making Connections Discuss how the Internet has changed the way Americans live and work. **Ask:** *How have Americans' jobs changed since the development of the Internet? (More workers are able to work from home, workers can be connected to offices 24 hours a day everyday; new jobs have been created from webmaster to designing and selling virtual clothes; homes, and furni-*

ture for virtual characters.) Organize students into groups. Have each group select and research an Internet career. Then have each group write an employment advertisement for an Internet job specifying the job's duties, requirements, and salary. Students should use at least three Internet sources in their research. **AL**

The AARP is a strong special-interest group.



American daily newspapers



INFLUENCING GOVERNMENT

Interest groups influence government decision making.

Public opinion helps shape the decisions of government officials.

The mass media help set the public agenda, publicize candidates, and present information to the public. The mass media also monitor government activities.

A person's background, the mass media, public officials, and interest groups all play a role in shaping public opinion.

Citizens often join together in a common cause.



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Comparing and Contrasting Have students research opinion polls about public issues most important to voters in the most recent national elections. Then have the students contribute to a group summary of their findings. Next have students choose states. The students will use www.senate.gov to research the views of a senator from their chosen state and compare and contrast the senator's views with public opinion. **Ask:** **What were the three most important issues for voters? Which senators agreed with those views and which senators disagreed with those views? Did those senators who disagreed win a recent election?** Have students create a chart listing which senators supported and which senators disagreed with public opinion. Have students indicate whether the senators won election or were defeated. Students may present their findings to the class. **AL**

Drawing Conclusions Have students go on the Internet and find three editorials on the same subject from three different newspapers around the country. Then have students list the point of view of each newspaper. Have students determine the direction and intensity of the editorial. Have students discuss what factors may have influenced the point of view of each newspaper editorial. Remind students to consider the locations of each paper and their local industries and populations. **OL**

Hands-On Chapter Project Step 4: Wrap-Up

Creating a Public Interest Campaign

Step 4: Demonstrating Concern Have students stage a protest using the plan they developed in Step 3.

Directions Write the Big Idea on the board. Using the plan they developed in Step 3, have students incorporate posters, music,

movement, and/or a skit that dramatizes their cause.

Summarizing Have groups stage their protests in class. Then have volunteers share what they learned about the Big Idea. Encourage the class to discuss whether or not the protests successfully communicated the concerns of each interest group. **OL**

Answers and Analyses

Reviewing Vocabulary

1. **A** Students will have read about pollsters in Section 1 in a section entitled What Do Pollsters Do?
2. **C** In this question, the most confusing distracter will most likely be answer B, public opinion. The phrase most time and money in the question should direct students to the correct answer.
3. **D** The definition of prior restraint can be found in the Media Safeguards portion of Section 2. Understanding that censorship and prior restraint are synonymous will help students answer this question.
4. **C** All of the answers for this question may seem plausible if students do not read carefully. Remember that lobbyists got their name because they hung around the lobbies of official buildings in order to meet the politician they wished to influence.

Reviewing Main Ideas

5. **B** Public opinion polls are aimed at helping officials understand the views of the public, and not at persuading the public to support officials. The public official who changes his position based on public opinion is not trying to persuade others to support him. Similarly, it is not necessary to persuade those who share the same belief. This leaves B as the only possible correct answer.
6. **B** While all of the options here are important issues in polling, only one is discussed in the Push Polls segment of Section 1. Students should recall from their reading that push polls use questions that are worded in order to sway the respondent's answer to the pollster's particular bias.
7. **C** This question presents a challenge in that all the answers are functions of the media. However, the student should understand that the "watchdog" role of the media refers to its role in exposing public officials' misconduct.

TEST-TAKING TIP

When answering an essay question, give specific details to support your main ideas.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

1. A(n) _____ measures public attitudes toward possible White House proposals.
A pollster **C** regulatory commission
B interest group **D** political action committee
2. Issues that receive the most time and money from government leaders make up the _____.
A mass media **C** public agenda
B public opinion **D** public interest group
3. Government censorship of material before it is published is called _____.
A libel **C** partisanship
B malice **D** prior restraint
4. Representatives of interest groups who contact public officials directly are called _____.
A celebrities **C** lobbyists
B journalists **D** white-collar criminals

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 318–324)

5. How do public officials try to persuade as many people as possible to support their positions?
A by conducting public opinion polls
B by promoting their views in the mass media
C by changing their positions based on public opinion
D by forming groups with others who share their beliefs

6. Why do responsible pollsters condemn push polls?
A Push polls discourage voting.
B Push poll questions are biased.
C Push polls use too few respondents.
D Push poll samples are seldom random.

Section 2 (pp. 326–331)

7. How do mass media act as a "watchdog" over government?
A by covering leaks from public officials
B by airing news that attracts more viewers
C by exposing public officials' misconduct
D by publicizing entertainers running for office
8. How does the Federal Communications Commission regulate radio and television?
A by penalizing stations for breaking rules
B by suing scriptwriters for committing libel
C by monitoring programmers suspected of malice
D by censoring objectionable material in broadcasts

Section 3 (pp. 332–337)

9. What interest group would most likely back a candidate who supports laws to protect nature?
A Sierra Club
B Tobacco Institute
C Chamber of Commerce
D League of Women Voters
10. What do critics of interest groups claim?
A Interest groups have too much influence.
B Interest groups provide necessary services.
C Interest groups enable Americans to organize.
D Interest groups communicate the people's wishes.

GO ON 

8. A Students should reread the section "Media Safeguards" in Section 2. Here they will learn about the freedoms enjoyed by and the limits placed upon the media. A reading of the section will show that the FCC regulates media by penalizing stations that violate its rules.

9. A In the section Types of Interest Groups, students learned about special and public interest groups. The names of the interest groups in the answers provide

clues to the correct answer. For example, the Tobacco Institute is an economic interest group focused on the concerns of the tobacco industry. Sierra refers to a beautiful mountain environment in California. Since it refers to something in nature, students should be able to select the most likely answer A, the Sierra Club.

10. A The word "critics" indicates that the correct answer makes a negative claim about interest groups. Since all of the other

Critical Thinking

Directions: Base your answers to questions 11 and 12 on the diagram below and your knowledge of Chapter 11.

Techniques	How to Recognize It
Name-calling	Referring to an opponent with an unpleasant label or description, such as "un-American"
Glittering generality	Vague or broad statement containing little substance
Card stacking	Giving only one side of the facts to support a position
Transfer of symbol	Associating a patriotic symbol with a point of view or person
Just plain folds	Identifying a person as "just one of the common people"
Testimonial or endorsement	A celebrity endorses a person or point of view
The bandwagon	Urging people to support a position or person because everyone else is

11. Analyze the following passages from special-interest Web sites. Which uses glittering generalities?
- A The Sierra Club's members are more than 750,000 of your friends and neighbors.
 - B Hispanic-American Soldiers have embodied the army's core values for generations.
 - C The arrogance of anti-gun politicians and their hate of freedom will churn your stomach.
 - D Robert Redford urges Americans to call on their representative to vote against any bill that would plunder the Arctic Refuge.
12. Which passage uses name-calling?
- A The Sierra Club's members are more than 750,000 of your friends and neighbors.
 - B Hispanic-American Soldiers have embodied the Army's core values for generations.
 - C The arrogance of anti-gun politicians and their hate of freedom will churn your stomach.
 - D Robert Redford urges Americans to call on their representative to vote against any bill that would plunder the Arctic Refuge.

Need Extra Help?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
If you missed question...															
Go to page...	323	327	329	335	320	324	328	330	333	336	336	336	328	336	323

Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

The following passage discusses reporting on the occupation of Iraq.

There were photos of the platoon, guns over shoulders, praying for the fallen buddy. The Times is careful not to ruin the heroic mood, so there is no photograph of pieces of corporal Smith's shattered head. Instead, there's an old, smiling photo of the wounded soldier.

The reporter, undoubtedly wearing the Kevlar armor of the troop in which he's "embedded," quotes at length the thoughts of the military medic: "I would like to say that I am a good man. But seeing this now, what happened to Smith, I want to hurt people. You know what I mean?"

The reporter does not bother — or dare — to record a single word from any Iraqi in the town of Karma where Smith's platoon was, "performing a hard hit on a house."

And if we asked, I'm sure the sniper would tell us, "I am a good man, but seeing what happened, I want to hurt people."

—Greg Palast, "I Want to Hurt Somebody"

13. Why do you think the author mentions that the reporter is "embedded"?
14. In the third paragraph, the author implies that the reporter used a propaganda technique. Which one?

Extended Response

15. Write a brief essay about requirements for a well-constructed public opinion poll.



CivicsONLINE

For additional test practice, use Self-Check Quizzes—Chapter 11 on glencoe.com.

STANDARDIZED TEST PRACTICE

Document-Based Questions

13. Students' answers will vary. A possible answer is that the author is implying that the reporter will view events from the troops' perspective.

14. card-stacking

Extended Response

15. Students' essays will vary. Look for supporting details from the chapter.

choices are positive, students should choose the answer A, "Interest groups have too much influence."

Critical Thinking

11. B The student should review the chart to understand the definition of each propaganda technique used by interest groups. Students should compare the statements in the answers to find the technique they most closely match. For question 11, stu-

dents should find the passage that contains the broadest statement. Since Answer B gives no specific information, it is a glittering generality.

12. C The student should review the chart to understand the definition of each propaganda technique used by interest groups. For this answer, students should choose the passage that uses name-calling—answer C.



Have students visit the Web site at glencoe.com to review Chapter 11 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.

Analyzing Primary Sources

Focus

R₁ Reading Strategy

Predicting Remind students that Americans such as Susan B. Anthony and Dr. Martin Luther King, Jr. worked on behalf of special interests. **Ask:** *What can we assume about the methods of special interest groups in which Susan B. Anthony and Dr. Martin Luther King, Jr. worked?* (Answers may include, they wrote editorials, lobbied government officials, and staged demonstrations.) **BL**

R₂ Reading Strategy

Inferring Remind students that the right of citizens to choose their leaders by voting is what makes our nation a democracy. **Ask:** *Why might some citizens want to keep others from voting?* (Answers may include, to prevent them from gaining power and for protection.) **OL**

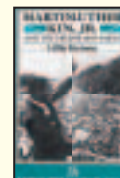
Additional Reading



Anarchy, State, and Utopia, by Robert Nozick discusses the political and social views of liberals, socialists, and conservatives.



Leader by Destiny, by Jeanette Eaton details the life of George Washington, who served in the Revolutionary War and became the first president of the United States.



Martin Luther King, Jr. and the Freedom Movement by Lillie Patterson traces Martin Luther King, Jr., on his march for equal rights, from the Montgomery bus boycott of 1955 to the Selma protest of 1965.

Analyzing Primary Sources

Extending the Right to Vote

Reading Focus

On Election Day, every citizen over the age of 18 is able to cast a vote. It is a right that defines our nation as a democracy. But universal suffrage—letting everyone vote—did not appear overnight with the ratification of our Constitution. Many Americans struggled to gain the right to vote.

Read to Discover

As you read, think about the following:

- Why did it take so long for many people to win voting rights?
- How were voting rights extended?

Reader's Dictionary

peer: a person who has equal standing with another or others
comply: meet the terms

The Fight for Woman Suffrage

Susan B. Anthony was a leader in the fight for legal rights for women.

It may be delayed longer than we think; it may be here sooner than we expect; but the day will come when man will recognize woman as his **peer**, not only at the fireside but in the councils of the nation. Then, and not until then, will there be . . . the ideal union between the sexes that shall result in the highest development of the race. What this shall be we may not attempt to define, but this we know, that only good can come to the individual or to the nation through the rendering of exact justice.

—Susan B. Anthony, article on woman suffrage



Promoting Voting Rights

Martin Luther King, Jr., explains why the right to vote is vital.

"We know that Americans of good will have learned that no nation can long continue to flourish or to find its way to a better society while it allows any one of its citizens . . . to be denied the right to participate in the most fundamental of all privileges of democracy—the right to vote."

—Dr. Martin Luther King, Jr., "Civil Rights No. 1: The Right to Vote"

Native American Suffrage

Native Americans also were denied equal rights.

The Indian Citizenship Act of 1924 granted Native Americans citizenship. However, it still took more than 40 years for all 50 states to allow Native Americans to vote.

In order to exercise the right of suffrage, Indians must of course **comply** with the conditions equally required of other voters, and may be denied the privilege of voting if they fail to comply with the requirements of the law as to registration, payment of poll tax, or do not meet the educational or other qualifications for electors, etc., as provided by the State laws.

—Indian Citizenship Act of 1924

W Writing Support

Expository Writing Have students research civil rights leader John Lewis and write three paragraphs describing his work promoting civil rights. **OL**

Caption Answer:

Answers will vary, but students may note that the protesters were of different ages and races. The protests appear to be peaceful.

DBQ Document-Based Questions

Answers:

1. Women should be equal to men both in the home and in the government.
2. Without the right to vote citizens cannot decide who their leaders will be and have no voice in their government.
3. Because the act was governed by state law; some states made it difficult or impossible for Native Americans to vote.
4. Answers may include: Susan B. Anthony might work to elect more women into government. Martin Luther King, Jr., might work to investigate concerns about efforts to disenfranchise African Americans in recent elections.

The Voting Rights Act

The purpose of this Act is to ensure that the right of all citizens to vote, including the right to register to vote and cast meaningful votes, is preserved and protected as guaranteed by the Constitution. . . .

The record compiled by Congress demonstrates that, without the continuation of the Voting Rights Act of 1965 protections, racial and language minority citizens will be deprived of the opportunity to exercise their right to vote, or will have their votes diluted, undermining the significant gains made by minorities in the last 40 years.

—H. R. 9, the bill to extend the 1965 Voting Rights Act

Civil rights leader John Lewis, who helped organize voter registration drives in the 1960s, spoke out in favor of extending the Voting Rights Act.

“The Voting Rights Act is the heart and soul of our Democracy. The Voting Rights Act literally ushered in the possibility of transforming electoral politics. In the American South, you had millions who could not vote because of the color of their skin.”

—John Lewis on the renewal of the Voting Rights Act



Photographs as Primary Sources What can you learn from the photo about the people who demonstrated in Selma, Alabama, in the 1950s? What kind of demonstration did they hold?

Why I Vote

A college student explains why voting is important.

As a child growing up with parents who were immigrants and had no voice in their country, I was able to see the importance of voting. When my parents became American citizens they took me and my siblings into the voting booth with them every time.

—Sonia Zobdeh, student at Brooklyn College

DBQ Document-Based Questions

1. **Interpreting** What did Anthony mean when she argued that women should be recognized as peers to men “not only at the fireside but in the councils of the nation”?
2. **Explaining** What did King mean when he called the right to vote “the most fundamental of all privileges of a democracy”?
3. **Explaining** Why was the right to vote not extended to all Native Americans, despite passage of the Indian Citizenship Act?
4. **Evaluating and Connecting** If Susan B. Anthony and Martin Luther King, Jr., were alive today, what issues do you think they might be addressing? Why?

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Did You Know?

Woman Suffrage Born into a Quaker family in 1885, American Alice Paul was raised to believe in equality of the sexes. Inspired by Susan B. Anthony, as a young woman she visited England and observed the actions of English suffragists and joined in their struggle.

On her return home, Paul used what she had learned in England to fight for votes for American women. Paul organized women to

picket the White House. Eventually, the shocked public came to admire the bravery of Paul and her fellow pickets who faced violent mobs, false imprisonment, and horrific prison conditions. As public sentiment turned, President Woodrow Wilson endorsed a suffrage amendment. Finally, on August 18, 1920 the 19th Amendment was ratified and American women gained the right to vote.